

## 2024-2025 DOE CALCULATION WORKSHEET INSTRUCTIONS FOR COMPLETION

**NOTE: Your Chair will send the timeline they will follow.**

**GENERAL INSTRUCTIONS - PLEASE NOTE: Each faculty member should be certain to use a CORRECTLY FORMATTED DOE Worksheet. The one from this past year should be correct. If you notice a box not calculating, let us know and we will correct it.**

- **IMPORTANT!** Recall that there is no longer Summer 1 and Summer 2. You will assign DOE time based on a July portion, and then the balance in May/June portion. We recognize that this may involve entering the same course twice but we will aggregate in the Deans office so that the correct data will be entered into the online system.
- At any time during the year, notification of DOE adjustments greater than 5% will result in a modification of the DOE (e.g., changes in practice plan, teaching adjustments and/or new grant funding).
- For courses without a designated course number (i.e. iCATS and some other IPE courses), enter effort under OTHER INSTRUCTION. Likewise, for GUEST LECTURES in others' courses, enter the contact hours here rather than enter as a full course. Use your judgment for "guest lectures". If 8 or more hours in a single course, that may merit listing the course as a co-instructor. Discuss this with your Chair.
- You may enter information and make changes in content throughout the document EXCEPT for formulas. The formulas should remain locked. **Some people have adjusted prior copies that are unlocked. In that case, calculations may not work. Please let us correct them for you if needed.**
- You may add rows to any section to enter more courses or other activities as needed; do this in the same way you add rows to any MS Excel document. You may not add or expand columns.
- Complete each section accurately and completely as instructed and **use the comment boxes liberally to explain proposed DOE adjustments or activities not covered by the worksheet.** EXCLUDE activities that are not part of your regular assigned work duties (e.g., activities for which you receive overload pay). NOTE: Faculty members applying for overload, should review the process with their Chair and assure Overload Form is completed.

### Base Commitment

For those areas that are not automatically computed or that do not have standards, you may need to calculate an approximate percent effort. In doing so, consider the information below regarding the number of work weeks with vacations and paid holidays excluded as shown below:

- 9 or 10-month faculty: 37 weeks
- 11-month faculty: 41 weeks
- 12-month faculty: 45 weeks

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**INSTRUCTION – Note that these are GUIDELINES only, and adjustments may be used as described, in consultation with your Department Chair.**

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### A. General Academic Instruction Assumptions

#### 1. Standard Lecture Courses:

- 1 credit hour lecture = 16 contact hours/semester
  - 3.8 hours of pre- and post-class preparation per contact hour – This includes preparing the content,

preparing and grading exams and projects, office hours, conferring with others.

- Variations should be determined based on specifics of class. There may be decreases or increases from the formula (see below) and these should be explained in the comments
- DOE anticipated per 1 credit hour of LECTURE.
  - 9 and 10-month = 4.2% of total DOE per credit hour
  - 11-month = 3.7% of total DOE per credit hour
  - 12-month = 3.4% of total DOE per credit hour
- DOE should be adjusted accordingly for:
  - Excessively high (increase DOE) or low (decrease DOE) enrollment
  - Use of a teaching assistant for grading or teaching select lectures (decrease DOE)
  - Courses that are team taught (decrease individual DOE although TOTAL Course DOE will be higher)
    - Example: 2 faculty team teaching a course – BOTH attend all lectures, but split “lead”
      - Each faculty takes FULL number of contact hours
      - Each faculty takes prep hours in relation to the number of lecture or lab hours for which s/he is responsible.
  - Faculty member serves as a course director, but not as sole instructor (decrease DOE)
  - Courses that have been going well and do not need significant revision (decrease prep time on DOE)
  - Extended travel as part of course (increase DOE)
  - Pedagogy used includes “Other Contact Hours” – list those and explain in comments
  - Heavy use of guest lecturers in the course (decrease DOE to account for decreased preparation)
  - Multiple sections of same course (e.g. appropriate reduction in % for additional sections based on reduced preparation time)
  - If some of the hours are lecture and some are lab hours, subtract from the assigned lecture hours and calculate the lab hours as described below.

## 2. Separate Laboratory Courses or Laboratory portions WITHIN a lecture course:

- 1 credit hour of laboratory = 32 contact hours/semester
- 1.5 hours of pre- and post-class preparation per contact hour
- If you repeat the lab for two (or more) smaller sub-groups, you will have double (or more) the contact hours but possibly not the full additional pre-post. Explain this in the comment area.
  - Example – 3 credit course with 32 lecture hours and 32 lab hours, but labs repeated twice for different groups of students
  - Total contact hours = 96 (32+(32x2))
  - Total pre/post = (32x3.8) + (32x1.5) + 32x1 = 202
  - TOTAL FOR COURSE IN 11 MONTH = 14.56
- Small variations are expected but larger variations must be negotiated with the Chair on a case-by-case basis.
- DOE should be decreased accordingly for:
  - Use of laboratory assistants INSTEAD of primary faculty.
  - Another faculty or staff responsible for lab prep or grading
- **NOTE:** Combination Lecture/Lab Courses should be adjusted based on criteria and example above

## 3. Seminar Courses and Independent Studies

- Consider actual time expected and discuss with Chair

## 4. Clinical Courses

- Justify percentage of DOE calculated based on **actual** hours involved. NOTE: Clinical Coordinators should have time under Other Instruction related to this function.

### **Instructions for Completing Form for General Academic Instruction:**

1. Under each semester heading, list each course you expect to teach. If you teach a course more than one semester, list the course each semester.
2. List each course by prefix and number
  - Enter the course title, credit hours, course type\*, expected student enrollment, your roles\*\*, and percent of course for which you are responsible in the appropriate columns.

\*Use pull-down menu to indicate course type as follows:

LEC=Lecture	RSD = Residency	CL/ROT=Clerkship & Rotations
LAB=Lab	PRA=Practicum	Other
L/L=Lecture & Lab	RES=Research	
IND=Independent Study	SEM=Seminar	

\*\*Use pull-down menu to indicate your primary and, if appropriate, secondary roles in the course as follows:

SI =Sole Instructor	CD= Course Director
Co-I= Co-Instructor	GL=Guest
L=Lecturer	LD= Lab Director
Other	LA=Lab Assistant

- Formal contact hours = actual scheduled class meeting times
- **Other contact hours = instructional time** outside formal meeting hours. This does NOT include general office hours, which are part of allowed travel, prep and grading but DOES include planned meetings with students for instructional purposes.
  - Example: As part of your course, the students have a group project. You plan to meet with each group once during the semester to assure milestones – this time would fall into other contact hours.
- Travel, prep and grading = course effort excluding contact hours

## B. Instructional Supervision and Academic Advising Assumptions and Instructions

### 1. Advising

- Undergraduate students
  - General Academic Advising = 1 hour per semester per advisee (put numbers only, no need for names)
  - Undergraduate Research Advising – negotiate based on individual projects (put numbers only, no need for names)
- Professional degree students = 1- 2 hours per semester per advisee (put numbers only, no need for names). Consider clinical calls in calculations.
- Master's students
  - Non-thesis = 1 hour per semester per advisee (put numbers only, no need for names)
  - Thesis Chair = 25 hours per year per advisee (May vary based on thesis) **Include name of student(s)**
  - Thesis Committee = 5 hours per year per advisee **Include name of student(s)**
- PhD students (use standard below **or negotiate alternative with Chair**) **Include name(s) of doctoral student(s)**
  - Academic Advisor, pre-qualifying exam = 15 hour per semester per advisee
  - Academic Advisory Committee, pre-qualifying exam = 1-3 hours per semester per advisee
  - Dissertation Committee Chair = 50 hours per year per advisee
  - Dissertation Committee = 5 - 10 hours per year per advisee
- **Post-doctoral scholars = negotiate with Chair**

2. Exclude advising conducted as part of formally assigned position as DGS or Director of Undergraduate Studies, etc. These are credited under Administration.

3. **Curriculum Development – This area is INSTEAD of building that time into the Instructional time above, but COUNTS as instruction. It acknowledges the work involved in curriculum development as below**

- Includes 1) Development of new courses/programs; and 2) **Major** revision of existing courses/programs
- **Does not include customary updating or revision expected for every course as part of preparation**
- For each entry, indicate whether the activity is for a new course/program or major revision. Describe activity.

### 2. Continuing Education

- Exclude poster sessions and presentations as part of a professional conference; take credit under

### **Research and Scholarship.**

- Continuing education you deliver – used for non-credit or CEU-generating activities. Include name, CE sponsor, dates, and your role in the CE activity.

### **3. Other Instruction and Education**

- Calculate based on actual hours involved and explain. Sample activities include guest presentations, courses without established course numbers (e.g. iCATS, Deans Interprofessional Honors Colloquium) etc.
- **For Clinical Coordination**, include the coordinating portion of clinical courses, including contracts, preceptor development, and preceptor recruitment.

### **4. Other Sponsored instruction**

- Indicate % effort, project title, agency, your role, funding amount, funding period, and account #. Use the pull down menu to indicate your role as follows:  
PI= Principal Investigator  
Co-I=Co-Investigator  
Co-PI = Co Principal Investigator (must be recognized  
Con/Col=Consultant/Collaborator as such by the funding agency; otherwise, use Co-I)  
Other

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## **RESEARCH AND SCHOLARSHIP**

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### **Assumptions:**

1. All *sponsored* research time will be included on the DOE. If a sponsored research project will **be completed** during the year, this should be considered during DOE preparation. (For example, a sponsored activity requiring 20% DOE allocation that ends mid-year should be included at 10% DOE allocation).
2. All regular, special, and research title series faculty should have DOE allocated for research and scholarship. Lecturer and Clinical Title faculty MAY have DOE allocated. Percent of DOE allotted is based on title series, external funding, program needs, and faculty interests/proposed activities.
3. **In all instances, the percent allocation, suitability of activities, and expected products are negotiated between the faculty member and the Chair.**
  - See Appendix 1 imbedded below
4. Faculty may have additional *non-sponsored* research and scholarship DOE depending upon title series and expectations for research agreed upon as part of the hiring negotiations and annual DOEs.
5. Exclude reviewing manuscripts or serving as a journal editor or on editorial boards. (Take credit under Professional Service).

### **Instructions for Completing Form for Research and Scholarship:**

1. **Non-Sponsored Research, Scholarship and Creative Activities**
  - Include a list/description of planned activities and projects and % effort. **There are pull-down menus embedded in the excel file that match the Faculty Council Recommendations from May 2017 (Appendix 1 – see link).**
  - NOTE: Be sure to estimate whether the activity will be completed in the first half or second half of the year –
2. **Sponsored Research, Scholarship and Creative Activities**
  - For Sponsored Research, **indicate % effort, project title, agency, your role, funding amount, funding period (including end date), and account #.** Use the pull-down menu to indicate your role.

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**SERVICE – NOTE – all Service should be discussed with Chair for approval prior to agreeing to serve**

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## **NON-CLINICAL**

### **Assumptions:**

1. Service (excluding clinical practice) should be approximately 5%-8% and should not exceed 10% (excluding Practice Plan).
2. Service commitments greater than 10% MUST be negotiated with the Department Chair.

## **Instructions for Completing Form for Service:**

1. Service to public
  - Include only the service that is related to your professional expertise, e.g., consulting work or serving on a community board related to your expertise.
    - Exclude service due to your status as a community member only, e.g., civic or religious service.
    - Exclude community courses that result in the awarding of CEUs.
2. Service to profession
  - The primary benefit is to your professional organization or academic discipline, although it may contribute to your own professional development (e.g., manuscript reviewer, service on editorial boards or NIH study sections, leadership office in professional organization)
3. Service to Institution
  - Include committee work, task forces, work groups, and so forth.
    - Consider Organizational Citizenship as a category to include department meetings/retreats, college meetings, dossier reviews, writing recommendation letters, mandatory compliance, timely submission of DOEs, FPRs, CVs, nominations for committees or awards, etc. (~5% or as negotiated with Chair)
    - Other University and College Committees such as Senate, Faculty Council, APT, should be negotiated with Chair
    - Exclude service to UK resulting from a formally assigned position, such as that of a department chair, DGS, DUS or Program Director. (Take credit under Administration.)
4. Sponsored service
  - Indicate % effort, project title, agency, your role, funding amount, funding period, and account #. Use the pull down menu to indicate your role.

## **CLINICAL SERVICE**

1. Patient Care Unrelated to Instruction
  - a. Include Practice Plan commitment; clinical service related to UK Health Care contracts, etc.
2. Clinical Scholarship
  - a. This category is restricted to clinical title series faculty and cannot exceed 10% effort. It includes studies, creative activities and scholarly activities funded through the clinical enterprise that do not align with categories under funded research. Examples include clinical case reports and chart review studies, clinical quality improvement initiatives, investigator initiated (e.g. single-site) clinical trials that are non-sponsored with no plan to seek sponsorship.

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## **ADMINISTRATION**

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### **Assumptions:**

1. Standard percentages of DOE
  - Chair – 30-49% as negotiated based on established parameters and other administrative DOE in unit
  - Program Director – 20-40% based on established parameters and other administrative DOE in unit
  - Director of Graduate Studies - 12%
  - Director of Undergraduate Studies – 20%
  - Other administrative duties - internally negotiated

### **Instructions for Completing Form for Administration:**

1. Include activities that provide administrative support and management direction programs of the University.
2. Include responsibilities associated with positions such as department chairperson, program director, center director, or clinic director. NOTE: Clinic Director is defined as one who oversees a clinical service unit.
3. Exclude activities such as Curriculum Committee Chair or Director of Clinical Education (take credit under Instruction)

4. Exclude activities related to committee work and accounted for under instruction, research or service.
5. Exclude activities for elected positions such as Faculty Senate Chair. (Take credit under Service).
6. For sponsored administration, indicate % effort, project title, agency, your role, funding amount, funding period, and account #. Use the pull down menu to indicate your role.

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## **PROFESSIONAL DEVELOPMENT**

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### **Assumptions and Instructions for Completing Form:**

1. With the exception of sabbatical leave, professional development should not exceed 2%, unless negotiated with Chair. An additional 2-4% will be suggested for new faculty in their first year of assignment
2. Participation in development through CELT or CHS Learning Communities should be included as negotiated with Chair
3. Include activities that promote faculty development (e.g. attending professional meetings; sabbatical leave).
4. For sabbatical leave, indicate beginning and ending dates.
5. Exclude activities for which credit is claimed in another section (e.g. research presentation).
6. For sponsored professional development, indicate % effort, project title, agency, your role, funding amount, funding period, and account #. Use the pull down menu to indicate your role.